



St. Joseph's RC Primary School

Pupil Premium Strategy Statement Overview 2019/2020

Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment. In most cases the Pupil Premium is allocated to schools and is clearly identifiable. The attainment gap is largest for children and young people eligible for free school meals. This gap is evident in the Early Years and can grow wider throughout the following school years. In St Joseph's, we provide intervention immediately and then continue to meet the needs of disadvantaged pupils throughout their time here. We consider carefully how best to use the funding, research shows that quality first teaching for all benefits all pupils, particularly the most disadvantaged.

The amount of pupil premium in 2019/20 is £1320 per pupil for those eligible for free school meals (FSM) and £1900 for pupils in care who are or have been continuously looked after for six months (LAC).

The impact of expenditure is closely monitored and forms an integral part of the evaluation of school effectiveness and analysis of pupil progress.

1. Summary Information					
School	St. Joseph's RC Primary School				
Academic Year	2019 - 2020	Total PP Budget	£99,997	Date of most recent PP review	January 2019 In response to OFSTED inspection
Total number of pupils	188	Number of pupils eligible for PP and PP+	57 Y1 – Y6 14 EYFS 1 LAC	Date for next strategy review	October 2020

2. Barriers to educational achievement
A. Poor oral language skills and vocabulary
B. Low baseline attainment on entry to EYFS
C. Safeguarding and emotional barriers to learning and engagement
D. Attendance and punctuality of targeted groups of pupils
E. Social and economic factors including life experiences
F. Low parental aspiration
G. Disadvantage, including poverty, working poor and poverty of expectation

KS2 Attainment for 2018-19		
	Pupils eligible for PP %	All others nationally %
% achieving expected standard in reading, writing and mathematics	46%	65%
% achieving expected standard or above in reading	69%	73%
% achieving expected standard or above in writing	85%	78%
% achieving expected standard or above in mathematics	54%	79%

3. Barriers for Future Attainment (pupils eligible for PP, including greater depth)	
In-school barriers	
A	Improve poor oral language skills, poor vocabulary impacts on reading and writing and hinders progress
B	Very low baseline of attainment on entry to EYFS. Significantly below national
C	Emotional barriers to learning and safeguarding
External Barriers	
D	Attendance and punctuality of targeted groups of pupils including PP and PP with SEN support
E	Social and economic factors including life experiences
F	Low Parental Aspiration
G	Disadvantage, including poverty, working poor and poverty of expectation

4. Desired Outcomes	
Desired outcomes	Success criteria
Improved oral language skills for PP pupils in Reception	Pupils eligible for PP are meeting age related expectations by the end of EYFS.
Sustained and significant progress in all areas of development so that from very low starting points on entry to EYFS, the gap is narrowing to that expected nationally.	Pupils eligible for PP make at least the same progress as other pupils, which has a positive impact on the numbers of PP children achieving a GLD at the end of Reception.
Children are able to employ learnt strategies to regulate their responses.	Children respond appropriately in all areas of school life, increasing numbers of children eligible for PP are working at age related expectations at the end of EYFS, KS1 and KS2.
Attendance and punctuality is in line with national expectations	Reduced numbers of PP children who are persistently absent to be in line/lower than national. Overall attendance of PP children increases to 96% in line with other pupils nationally. Improved punctuality of PP children to be in line with other pupils.
Social and economic factors including life experiences	All children eligible for PP have access to extra curricular groups and a wide range of educational trips and visits.
Low Parental Aspiration	Increasing numbers of parents attend workshops, open mornings, respond to questionnaires and become involved in supporting their children in school.
Disadvantage, including poverty, working poor and poverty of expectation	Increasing numbers of children eligible for PP funding are working at age related expectations at the end of EYFS, KS1 and KS2.

5. Plan including actions, expenditure and review dates

Barrier	How We Intend to Overcome the Barrier	Evidence and Rationale	How will we know we have been successful?	Staff Lead	Review
<p>A. Improve poor oral language skills, poor vocabulary impacts on reading and writing and hinders progress.</p>	Continue to use WellComm language baseline as a screening tool in Nursery.	Very low starting points. Clear entry and exit information	100% improvement as evidenced through blank level testing.	Early Years Lead VC	Half termly report to PP Lead and HT Half termly pupil progress meetings with HT.
	Speech and Language specialist employed 1 day per week.	Bespoke support and intervention, programs for staff to follow	Individual and group targets are monitored closely and show rapid progression.	Early Years Lead VC	Half termly update to Early Years Lead VC
	ELKLAN training for identified support staff.	Highly trained staff provide targeted support/intervention.	Number of referrals to SaLT decreases from Y1 onwards, language skills being used more effectively	Early Years Lead VC	Weekly meeting with SaLT to review progress and targets
	Educational Psychologist SLA	Early identification of additional needs.	Reduction in numbers of PP children attending clinic appointments.	Early Years Lead/SENDSCO	
	High ratio of qualified staff:children in EYFS	Increased adult directed support.	Gap between PP children and others is systematically narrowing.	HT	
	EYFS Lead to deliver interventions to		Increasing numbers of PP children reaching ARE at end of EYFS.	Early Years Lead VC	

	<p>targeted children in Reception</p> <p>Continue to provide bespoke targeted support in Y1 to maintain high level of children achieving phonics check</p>	<p>Outstanding provision will accelerate progress.</p> <p>100% of children eligible for PP funding achieved the phonics standard in 2019</p>	<p>Maintain level of success in phonics screening in Y1.</p>	<p>Early Years Lead VC</p>	<p>Half termly report to PP Lead and HT Half termly pupil progress meetings with HT.</p> <p>Termly reports to governors. Half termly report to Monitoring Group and linked PP governor</p>
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Total budgeted cost: Speech and Language Therapist, 1 day per week @ £250/day £8,750
 ELKLAN training £4,000
 Educational Psychologist SLA £3,000
 EYFS Lead support and monitoring, half day per week £3,500
 Daily targeted support in Y1, 190 days @ £10/day £1,900
TOTAL £21,150

Barrier	How We Intend to Overcome the Barrier	Evidence and Rationale	How will we know we have been successful?	Staff Lead	Review
<p>B. Very low baseline of attainment on entry to EYFS. Significantly below national</p>	<p>Qualified teacher in Nursery</p>	<p>High quality provision ensures that gap between PP and other children is constantly narrowing.</p> <p>Bespoke intervention and support</p>	<p>Monitoring and half termly data shows that the gap between PP children and others is narrowing. Proportion of pupils achieving a GLD is in line with national expectations. 2020 target 72%</p>	<p>Early Years Lead VC DHT/HT</p>	<p>Half termly report to PP Lead SC and HT Half termly pupil progress meetings with HT.</p>

	<p>Highly qualified teaching assistant to support</p> <p>ELKLAN trained support staff</p> <p>Passport Maths to develop mental recall skills</p> <p>IDL for identified children</p> <p>Identify gaps in learning and put clear actions in place to address them, support from teacher</p>	<p>Increased progress and attainment</p> <p>Bespoke targets and dedicated teaching</p> <p>Evidence shows highly effective for improving spelling and reading</p> <p>Evidence shows that children need to build knowledge and skills from firm foundations.</p>	<p>Intervention groups are making accelerated progress</p> <p>Number of referrals to SaLT decreases from Y1 onwards, language skills being used more effectively</p> <p>Monitoring shows stepped progression through each Passport</p> <p>IDL baseline and unit assessments show progression from starting points.</p> <p>Monitoring of progress, scrutiny of work and pupil interviews identify that gaps are being addressed.</p> <p>Standards at end of EYFS remain at least good.</p>	<p>Early Years Lead VC</p> <p>Early Years Lead VC</p> <p>Maths Lead EG</p> <p>SENDCO KD PP Lead SC</p> <p>PP Lead SC, DHT, HT</p>	<p>Weekly/daily planning meetings with Nursery teacher</p> <p>Weekly meeting with SaLT to review progress and targets</p> <p>Half termly monitoring and assessment report from Maths Lead</p> <p>Half termly progress updates to HT. Monitoring of support</p> <p>Half termly progress updates to HT</p> <p>Termly reports to governors. Half termly report to Monitoring Group and linked PP governor</p>
<p>Total budgeted cost: SENDCO 1 day per week monitoring £6,300 Maths training for all staff, 2 days £2,200 Nursery teacher £30,000 TOTAL £38,500</p>					

Barrier	How We Intend to Overcome the Barrier	Evidence and Rationale	How will we know we have been successful?	Staff Lead	Review
<p>C. Emotional barriers to learning and safeguarding</p>	<p>Headteacher to monitor safeguarding matters, supported by DHT</p> <p>Mental health leads providing small group support</p> <p>Small group therapeutic intervention</p> <p>Provision of Breakfast and After School Club</p>	<p>Evidence shows that these strategies are having an impact on children being ready to learn. Attitudes towards learning, and behaviour for learning is good in all classes. Support for targeted individuals is well received by children and parents.</p>	<p>Emotional support for vulnerable children and their families to ensure they make at least good progress from starting points.</p> <p>Sustain a low number of families at Child Protection</p> <p>Reduce number of behavioural incidents that impact on learning. Pupils develop coping strategies and resilience to support their mental health</p> <p>Each child has a good start/end to the day – breakfast, snack, calm, time to talk, support with homework. Children are ready to learn.</p>	<p>HT, DHT</p> <p>P Shaw, T Dargon, N Kirk</p> <p>CO extended provision lead</p>	<p>Weekly safeguarding meeting HT & DHT. Safeguarding is standing item on weekly staff meeting agenda. Updates sent to all staff.</p> <p>Half termly updates to PP Lead and HT.</p> <p>Weekly monitoring by attendance lead and CO. Half termly updates to PP Lead and HT.</p> <p>Termly reports to governors. Half termly report to</p>

					Monitoring Group and linked PP governor
<p>Total budgeted cost: Mental Health training for designated staff £2,000 Support and intervention groups £10,000 Extended school day provision £5,000 TOTAL £17,000</p>					
Barrier	How We Intend to Overcome the Barrier	Evidence and Rationale	How will we know we have been successful?	Staff Lead	Review
<p>D. Attendance and punctuality of targeted groups of pupils including PP and PP with SEN support</p>	<p>Continue to embed all procedures relating to attendance and punctuality by following the school policy. SLA with the EWO to ensure all legal and statutory procedures are followed. Designated attendance lead AC</p> <p>Improved communication with parents</p>	<p>Attendance improved during 2018/19 and in line with national at 96%</p>	<p>Gap in attendance between PP children and others is diminishing.</p> <p>Clear escalation policy and robust systems for tracking individual pupils.</p> <p>Reduction in number of children persistently late which impacts on learning.</p> <p>Clear lines of communication with parents, attendance clinics to continue.</p>	<p>Attendance lead AC, EWO HT</p>	<p>Daily monitoring Weekly meeting with EWO.</p> <p>Weekly update to HT</p> <p>Attendance reported to parents regularly, end of each term, parents meetings</p> <p>Termly reports to governors. Half termly report to Monitoring Group</p>

					and linked PP governor
Total budgeted cost: EWO SLA £3,500 Attendance Lead £5,000 TOTAL £8,500					
Barrier	How We Intend to Overcome the Barrier	Evidence and Rationale	How will we know we have been successful?	Staff Lead	Review
E. Social and economic factors including life experiences	Access to a broad and rich curriculum. Access to a wide variety of extra curricular activities and clubs. Access to trips, visits and residential trips.	Our focus is on universal provision which seeks to improve engagement and learning for all children.	All children eligible for PP funding achieve at least the national expectations in Reading, Writing and Maths so that there is a reduced, or no attainment gap between disadvantaged and other children. All children benefit from a rich curriculum designed to widen experiences, knowledge and conceptual understanding. All children make good or better progress in reading and maths from starting points. The proportion of children working at	HT HT, DHT and subject leads HT, DHT, Early Years Lead VC, PP lead SC	Termly progress and attainment. Half termly pupil progress meetings with HT. Termly reports to governors. Half termly report to Monitoring Group and linked PP governor

			<p>greater depth is increased for all children.</p> <p>Progress from end of each key stage is at least good in Reading, Writing and Maths.</p> <p>Monitoring of attendance in clubs and extra curricular activities.</p>	<p>HT, DHT</p> <p>HT, maths and English leads</p> <p>Attendance lead PP lead</p>	
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Total budgeted cost: £5,800
TOTAL £5,800

Barrier	How We Intend to Overcome the Barrier	Evidence and Rationale	How will we know we have been successful?	Staff Lead	Review
F. Low Parental Aspiration	Parental workshops, invites to classroom sessions, art therapy club, attendance clinic	Positive feedback from parents, increased attendance at workshops and classroom sessions.	Positive feedback from parents. Monitoring of attendance and feedback from workshops.	DHT	Following all sessions to inform future planning.

Total budgeted cost: £4,000
TOTAL £4,000

Barrier	How We Intend to Overcome the Barrier	Evidence and Rationale	How will we know we have been successful?	Staff Lead	Review
G. Disadvantage, including poverty, working poor and	Emotional and safeguarding support for children and their families.	All children and their families understand that they play an	Pupils are effective learners in the classroom. Pupil outcomes for all are	HT, DHT	Ongoing

poverty of expectation	<p>Celebrating success across the school (celebration assemblies, pupil Chaplains, HT awards, attendance awards)</p> <p>Providing aspirational opportunities for the children – Debate Mate, Shakespeare, Choir.</p> <p>Provision of small group interventions for low attaining children to boost progress.</p>	<p>important part in the life of the school.</p> <p>Keeping expectations high across the school.</p> <p>Children are effective learners in the classroom.</p> <p>Disadvantaged children achieve at least the national expectations with little or no gap between disadvantaged and other pupils.</p>	<p>moving closer to national standards.</p> <p>Disadvantaged children achieve at least the national expectation in reading, writing and maths. There is no/little gap between disadvantaged and other children.</p> <p>All children make at least good progress from their starting points in reading and maths.</p> <p>The proportion of children working at greater depth increases in all areas.</p>	<p>All staff, RE lead, PP lead</p> <p>DHT</p> <p>SENDCO</p>	<p>Termly progress and attainment. Half termly pupil progress meetings with HT.</p> <p>Termly reports to governors. Half termly report to Monitoring Group and linked PP governor</p>
<p>Total budgeted cost: £5,000 Mental health leads £4,000 (accounted for in C) TOTAL £5,000</p>					